

SAN FRANCISCO PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT
DEPARTMENT OF SERVICE
Room 281, City Hall



Superintendent of Schools
Joseph Harr Gwinn

Director of Dept. of Service
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Assistants

Richard I. Abraham
Charles E. Purviance

Lillie Lewin
Ivan R. Waterman

BULLETIN NO. 4

Jan. 11, 1929

SUMMARY OF ACTIVITIES

Fall Term - 1928

A - TESTS AND MEASUREMENTS

The Department of Service, cooperating with the deputy superintendents and supervisors, has participated in the following testing programs during the Fall term 1928.

SCHOOL - under direction of Deputy Superintendent J. C. McGlade

pils whose eligibility to high school enrollment were given a Stanford Achievement Test at the end of the term. This test has been used with great satisfaction for this purpose for the past several years, and will be administered to all irregular pupils during the coming year.

Entrants were given the Terman Group Mental Test in order that their records might be completed and facilitated. All other 9-A pupils had been given their respective elementary schools, prior to the beginning of the preceding term.

At the opening of the new term in September, pupils leaving the 8-B grade were tested by the Stanford test. The results of these have been sent to the schools to which pupils have been assigned, where they were made of them in classifying and programming.

I. JUNIOR HIGH SCHOOL - under direction of Deputy Superintendent W. H. DeBell

1. The Terman Group test was given to all 7-A pupils who entered after the opening of the term and those who had not been given the test before leaving the 6-B grade. Those who are to enter Junior High School in January have been tested in their respective elementary school.

2. A special test program was conducted for 80 unclassified pupils at Hamilton Junior High.

II. GRADES 4, 5, and 6 - under direction of Deputy Superintendent Miss Bertha E. Roberts.

1. At the beginning of the Fall term, all pupils of grades 4, 5, and 6 were placed into homogeneous groups for reading on the basis of a Thorndike-McCall Test. Through conferences conducted by Miss Roberts, detailed plans for the term's reading program were placed before the teachers.

2. The Stanford Reading Examination, Form A, was given to these pupils after placement to serve as a starting point for measuring the term's progress. At the close of the term, Form B of the Stanford Reading Examination was given. A complete report of progress made is not yet available.

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SUMMARY OF ACTIVITIES

Fall Term - 1928

A - TESTS AND MEASUREMENTS

The Department of Service, cooperating with the deputy superintendents and supervisors, has participated in the following testing programs during the Fall term 1928.

I. SENIOR HIGH SCHOOL - under direction of Deputy Superintendent J. C. McGlade

1. All pupils whose eligibility to high school entrance was doubtful were given a Stanford Achievement Test the first week of the term. This test has been used with a high degree of satisfaction for this purpose for the past three years, and will be administered to all irregular cases in January.

2. Late entrants were given the Terman Group Mental Ability test in order that their records might be completed and placement facilitated. All other 9-A pupils had been tested in their respective elementary schools, prior to the close of the preceding term.

3. Preparatory to the opening of the new term in January, all pupils leaving the 8-B grade were tested by a Terman Group test. The results of these have been sent to the schools to which pupils have been assigned, where use is being made of them in classifying and programming pupils.

II. JUNIOR HIGH SCHOOL - under direction of Deputy Superintendent W. H. DeBell

1. The Terman Group test was given to all 7-A pupils who entered after the opening of the term and those who had not been given the test before leaving the 6-B grade. Those who are to enter Junior High School in January have been tested in their respective elementary school.

2. A special test program was conducted for 80 unclassified pupils at Hamilton Junior High.

III. GRADES 4, 5, and 6 - under direction of Deputy Superintendent Miss Bertha E. Roberts.

1. At the beginning of the Fall term, all pupils of grades 4, 5, and 6 were placed into homogeneous groups for reading on the basis of a Thorndike-McCall Test. Through conferences conducted by Miss Roberts, detailed plans for the term's reading program were placed before the teachers.

2. The Stanford Reading Examination, Form A, was given to these pupils after placement to serve as a starting point for measuring the term's progress. At the close of the term, Form B of the Stanford Reading Examination was given. A complete report of progress made is not yet available.

3. Pupils of the 4th grade who failed to reach minimum 4th grade reading ability were given a Haggerty Intelligence Test. It is hoped that through this test, the source of their reading inability might be discovered.

IV. GRADES 1, 2, AND 3 - in cooperation with Kgn-Primary Dir.
Miss Julia L. Hahn.

1. At the beginning of the term, all pupils entering the 1-A grade were classified into groups of like abilities upon the results of the Pintner-Cunningham Mental test, combined with teachers' judgments. Kindergarten pupils of superior mental ability were recommended to a trial in 1-A where they were sufficiently mature socially and physically.

2. In December, all pupils leaving kindergarten were tested by the Pintner-Cunningham test and the results utilized in recommendations and classification for the term opening in January.

3. The Haggerty Intelligence Test has been given to all pupils leaving the 3-B grade. These results combined with a Gates Diagnostic Reading test will be used as a basis for classification in the 4-A grade.

4. The Department of Service has assisted Miss Hahn in organizing controlled groups and measuring results in a few cases where reading methods were being compared.

5. Wherever the requests of principals or teachers have been authorized by their respective deputies and supervisors, the Department of Service has supplied tests and directed the teachers in their use. Many teachers of the department, are making extensive use of tests in their work, aside from the general surveys directed from the office of the Superintendent.

V. MISCELLANEOUS

A survey of the reading, arithmetic, and spelling ability of all the students of Francisco Junior High School was made. This survey will be published as a separate report.

B - ADMINISTRATIVE PROBLEMS

I. INTERRUPTION REPORT

An inquiry was directed to the teachers of grades 4-6 relative to the cause, number, and length of interruptions of class work. The data from this investigation were analyzed and summarized and recommendations were made relative to avoiding unnecessary interruptions.

II. ENROLLMENT STUDY

A study of enrollment by grades in the city as a whole and by districts has been made with the purpose of determining centers for Junior High Schools. The enrollment for a period of five years was studied in order to find the trends of growth in the several districts of San Francisco.

III. TENTH YEAR FOR FRANCISCO JUNIOR HIGH

The desirability of introducing a tenth year terminal course of study at Francisco Junior High School was considered. The recommendation was made that the inclusion of tenth year terminal courses seemed justified.

IV. TEACHER NEEDS

A study, based on the statistical reports for the 3rd month, was made to determine the teacher needs of the elementary schools for the Spring term 1929.

V. TEACHERS' EXAMINATIONS

The Department of Service cooperated with the Department of Personnel in connection with summarizing the results of the examinations for elementary teachers.

VI. BUILDING PLANS

1. The building plans for the Marina Elementary School were carefully reviewed and recommendations for proposed changes made.

2. The plans for the proposed elementary school between Blake and Cook Sts. near Geary were analyzed. Recommendations concerning necessary changes in these plans were pointed out.

VII. SELECTION OF TEXT BOOKS

A technique for the selection of text books was developed and its adoption recommended.

VIII. CREDENTIALS HELD BY TEACHERS

A study of the types of credentials held by teachers in the schools of secondary grades was made and reported in a bulletin of the Department of Service.

IX. METHODS OF CLASSIFICATION

A study of the methods of classification according to ability in the junior and senior high schools is underway. It is proposed to develop a better and more uniform program of classification in the San Francisco secondary schools.

X. BUILDING SURVEY

Plans have been proposed for a comprehensive building survey in San Francisco. The plan includes a forecast of school population, a study of the adequacy and utilization of the present school plants, and the determination of the most desirable location for future elementary, junior high, and senior high school plants.

XI. SALARIES

1. A study of salaries actually paid has been made and analyzed.

2. The Department of Service has cooperated with the Salary Committee of the Board of Education, supplying data when asked.

XII. PARK-PRESIDIO JUNIOR HIGH SCHOOL

The plans of the Park-Presidio Junior High School are being revised.



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C - PROGRAM OF WORK FOR HIGH SCHOOLS

1. The Superintendent's letter of guidance to 8th grade graduates going to high schools was revised.

2. The bulletin showing Low 9 offerings of high schools was completed. This bulletin was sent to eighth grade principals for guidance of their graduates.

3. A comparative study of the city high schools showing the following facts was completed:

- (a) Designation and organization of departments within the high schools, i.e. English, Mathematics, etc.
- (b) Number of teachers giving full time teaching service in each high school.
- (c) Number of teachers giving part-time teaching service in each high school, coming into the school for part of the day only.
- (d) Number of regular full time teachers in each high school giving time to functions of administration and school management, resulting in their being actually only part-time teaching teachers in the school.
- (e) Item (d) above expressed in comparative percentages. Figures developed to show the situation in each school and comparisons made between the schools.
- (f) Average teacher load in hours for each school.
- (g) Schools not staffed with full quota of department heads are shown.

4. The Department has partially completed a study showing the following:

- (a) Courses offered in each high school by departments.
- (b) The sequences by half years of these courses.
- (c) The prerequisites of the courses are to be shown.
- (d) To a very limited extent only has a literature of guidance been developed by the individual schools for the purpose of presenting and explaining their curricula to students and parents.

5. A hand book for eighth grade graduates preparing to enter high schools is being prepared. The purpose of this book is to help the pupil successfully make his first year of high school adjustments, and to offer indirectly to the parent a clear cut statement of what the high school can do for his boy or girl.

6. A more mature hand book is being completed for the pupils of the tenth, eleventh, twelfth years, and their parents.

7. The Department is preparing a statement of Junior College, Teacher College, and University entrance requirements, particularly for schools of the Pacific Coast and local regions. This statement is to inform High School-College-Preparatory students, early in their high school life, what they must do to insure entrance into the higher schools. It is to help high school students, contemplating a two year Junior College vocational course, make wise decisions in high school.

D - QUESTIONNAIRES ANSWERED

The following questionnaires have been completed:

<u>From Whom</u>	<u>Subject</u>
1. W. E. Morgan, Director of Research & Statistics, State Department of Education, Sacramento, California.	First month enrollment - San Francisco Public Schools (Aug. 1928)
2. Bircknell University, Educ. Dept.	Data for a study dealing with the duties and func- tions for social service workers in city school systems.
3. Lewis B. Avery, Director of Adult Education, Oakland, California.	Dealing with attendance and number of teachers in Adult Education.
4. Associated Magazines	Dealing with credit al- lowed for various music courses.
5. Principals' & Supervisors' Association of Dayton, Ohio.	Dealing with duties and qualifications of assist- ant principals.
6. U. S. Dept. of Education, Washington, D. C.	Industrial Arts
7. American Council Institute of Pacific Relations, New York City	Relating to education - Pacific problems.
8. Teachers College, Columbia University, New York City	Relating to distribution of educators in educa- tional positions.
9. Miss Helen Keller, Los Angeles, Cal.	Relating to formation of a course of study in reading.
10. E. T. Heally, Principal, Walter Herron Taylor School, Norfolk, Virginia	Relating to method of teaching-salary payment.
11. Miss Lillian B. Hill, Chief, Bureau of Attendance and Migratory Schools, Dept. of Education, Sacramento, California.	Relating to education for Indian children.
12. Chas. Hart, Principal, Eastern High School, Washington, D. C.	Dealing with school marks.
13. Arthur S. Gist, Dept. of Elem. School Principals, New York City	Evaluating the effective- ness of supervision.
14. M. C. Potter, Supt. Milwaukee Public Schools, Milwaukee, Wis.	Estimating growth in the proportion of pupils in the upper grades during next 5 years.
15. Chas. E. Green, Denver Public Schools, Denver, Colorado.	Relating to salaries of assistant superintendents, heads of depts., and principals.

<u>From Whom</u>	<u>Subject</u>
16. George R. Johnson, Board of Education, St. Louis, Mo.	Relating to personnel and salaries of Research Dept.
17. Ernest C. Witham, Public Schools, Wilmington, Delaware.	Dealing with City enrollment.
18. Louis J. Fish, School Committee of City of Boston, Boston, Massachusetts.	Relating to number of teachers and attendance in kindergarten, primary and elementary schools.
19. Miss Jennie Louise Stamler, University of Kentucky	Relating to organization of Home Economics Course.
20. H. W. Miles, Director, Edinburg College, Edinburg, Texas	Relating to homogeneous grouping.
21. Bess Heiser, Principals' & Supervisors' Association, Dayton, Ohio	Relating to training of Principals for service.
22. Billie Smith, Waco High School, Waco, Texas	Relating to Journalism.
23. Leonard V. Koos, University of Minnesota, Minneapolis.	Relating to literary selections.

E - CURRICULUM REVISION (in cooperation
with Chief Deputy Supt.
A. J. Cloud)

The following curriculum activities have been undertaken in cooperation with Mr. Cloud:

1. Revision of the Language and Composition Course for grades 4-5-6 begun with committees under the direction of Miss Bertha E. Roberts, Dr. Wm. M. Proctor, Mr. A. J. Cloud, and the Department of Service.
2. Revision of the Science Course for grades 4-5-6 under the above direction.
3. Revision of Part-Time Courses cooperating with Mr. A. J. Cloud and Mr. Harry Hansell.
4. Preparation of special statements concerning thrift, health education, and safety.

